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ABSTRACT

This book provides guidance on what high-quality movement programs for young children should include, offering a curricular foundation, strategies for teaching, and assessment ideas. It defines and illustrates specific interrelated components of developmentally appropriate practice in providing movement education for young children. There are seven chapters in three parts. Part 1, "Making Movement Programs Appropriate for Young Children," offers (1) "Developmentally Appropriate: Understanding the Concept" and (2) "Informed Practice: Premises and Guidelines for a New Physical Education." Part 2, "Designing Physical Activity Programs in Early Childhood Settings," includes (3) "Child-Focused Environments," (4) "Effective Movement Curriculum," and (5) "Appropriate Teaching Practices." Part 3, "Challenging Children and Teachers in Movement Programs," offers (6) "Developmentally Appropriate Assessment" and (7) "Movement Goals: Evaluation and Planning." A conclusion discusses making preschool movement an education priority. Ten appendixes contain diagrams, charts, and resources to support movement education planning. (Contains 84 references.) (SM)

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